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ABSTRACT

This loose-leaf format handbook is designed to aid vocational teachers, vocational administrators, and others who have responsibility in conducting or administering services to the handicapped and disadvantaged in Alabama under Public Laws 94-142 and 94-482. The information contained in the handbook is compiled from answers to questions on vocational education directed to the Special Needs Unit of the Alabama State Department of Education. The guide is organized in six chapters. Chapter 1 summarizes legislation pertaining to the handicapped and disadvantaged (Public Law 94-482), while chapter 2 explains the concept and general use of excess cost funds for both the handicapped and disadvantaged. In chapter 3, specific information on dealing with the academically and economically disadvantaged, including criteria, classification, identification procedures, responsibilities, and use of excess cost funds is presented; while in chapter 4, information about handicapping conditions is provided, with directions for identification, placement, excess cost funds, and provision of services. Chapter 5 explains general concepts and programs pertaining to both the handicapped and disadvantaged, such as related services, separate special programs, and least restrictive environment. Chapter 6 gives answers to frequently asked questions pertaining to the handicapped and disadvantaged. (KC)

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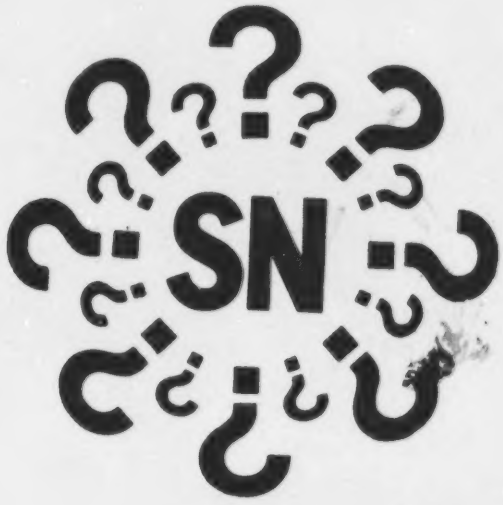
Special Needs Handbook

All you ever wanted to know about Special Needs but didn't know who to ask.



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ALL YOU EVER WANTED TO KNOW
ABOUT
SPECIAL NEEDS BUT DIDN'T KNOW WHO TO ASK

State of Alabama
Department of Education
Division of Vocational Education Services
Montgomery, Alabama 36130

Wayne Teague
State Superintendent of Education

August, 1980

It is the official policy of the Alabama State Department of Education, including postsecondary institutions under the control of the State Board of Education, that no person in Alabama shall, on the ground of race, color, handicap, sex, religion, creed, national origin, or age, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment.

This publication has been reviewed in compliance with Public Law 94-482, Title II of the Vocational Education Amendments of 1976 for the elimination of sex bias, sex discrimination, and sex-role stereotyping.

FOREWORD

The Vocational Education Amendments of 1976 require educators to look at each person as an individual. It encourages educators to use their imagination and creativity to meet special and unique learning needs of youth and adults with academic and economic deficiencies and handicapping conditions.

We, as educators, have a moral obligation to serve the disadvantaged and handicapped youth of our society. Such services should be provided under the same philosophies, purposes, goals, and aspirations as the nonhandicapped and nondisadvantaged.

ALL YOU EVERY WANTED TO KNOW ABOUT SPECIAL NEEDS BUT DIDN'T KNOW WHO TO ASK was developed by the staff of the Special Needs Unit in the Division of Vocational Education of the Alabama State Department of Education. Input for the content was provided by the Division staff of Vocational Education as well as many local school system personnel. We hope this handbook will help to eliminate the lack of information pertaining to the handicapped and disadvantaged students in the state.

Robert T. Carter, Director
Vocational Education Services

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INTRODUCTION

This handbook is designed for the vocational teacher and the vocational administrator. It will also be useful to others who have responsibility in conducting or administering services to the handicapped and disadvantaged under intent of Public Laws 94-142 and 94-482, such as special education coordinators and special education teachers.

The content of this handbook is not all inclusive. However, it is a compilation of all the areas in which local school administrators have requested technical assistance and questions to which answers have been requested pertaining to the handicapped and disadvantaged in vocational education from the Special Needs Unit of the State Department of Education over the past many months. Hopefully the content of this handbook will provide many answers to local school personnel who are concerned with the handicapped and disadvantaged in vocational education. An attempt has been made to present information and answers in a pragmatic way without the use of legislative jargon.

GENERAL CONTENT AND INSTRUCTIONS ON USING THE HANDBOOK

The chapters, sections, and content pages are numbered so that you may find the area of interest or concern in the content pages. From the content pages you will be given the section number and page number that deals with the specific area. The first digit in the section reference is the chapter number and subsequent digits refer to sections within the chapter.

Chapter Six contains a list of frequently asked questions and the answers to the questions. The subject matter of each question is listed in the Contents Section in alphabetical order. For example, to find answers to questions related to using set-aside funds (excess cost) for purchasing equipment, look under Equipment in the Contents Section for Chapter Six.

Chapter One is very short and summarizes the essence of legislation pertaining to the handicapped and disadvantaged.

Chapter Two deals with the explanation, concept, and general use of excess cost funds for both the handicapped and disadvantaged.

Chapter Three deals specifically with the academically and economically disadvantaged, criteria, classification, identification procedure, responsibility and use of excess cost, etc.

Chapter Four provides specific information about the handicapped. Such things as responsibilities, identification, placement, excess costs, and providing services are explained.

Chapter Five gives explanations of general concepts and programs pertaining to both the handicapped and disadvantaged, such as related services, separate special programs, and least restrictive environment.

Chapter Six, as mentioned earlier, gives answers to frequently asked questions pertaining to the handicapped and disadvantaged.

The handbook has been assimilated in a special cover so that deletions and supplements may be made when necessary.

Chapter 1

LEGISLATION

1.1 REHABILITATION ACT OF 1973 (PUBLIC LAW 94-112)

This law is the basic civil rights legislation for handicapped persons. Section 504 of this Act says that projects or agencies receiving federal funds must not discriminate against any handicapped person in providing accessibility to educational programs. Since all public school systems in the State of Alabama receive federal funds for the operation of vocational programs, they must comply with Section 504 of the Rehabilitation Act or risk losing federal funds.

1.2 THE EDUCATION OF THE HANDICAPPED ACT (EHA)

This Act is more specific than the Rehabilitation Act in that it deals with the educational opportunities of handicapped persons from birth to age twenty-one. Part B of this Act was amended by the Educational for All Handicapped Children Act of 1975 (Public Law 94-142). This law seeks to insure all handicapped persons opportunity for a free and appropriate education by providing to the states a considerable amount of Federal money to be used in the education of the handicapped. This law closely parallels Section 504 of the Rehabilitation Act and, in turn, points the way to a still more specific law, the Vocational Education Act of 1963.

1.3 THE VOCATIONAL EDUCATION ACT

The Vocational Education Act of 1963 was completely revised in the Education Amendments of 1976 (Public Law 94-482). This law provides set-aside funds for the vocational education of handicapped youth as well as a separate category of youth referred to in the legislation as disadvantaged.

> NOTE: The definitions of handicapped and disadvantaged youth are given in another section of this manual. It is extremely important to the vocational educator to have a clear understanding of the handicapped and disadvantaged youth as defined by the Federal legislation, since the services that may be provided to each population through expenditure of Federal funds is determined to some degree on which category a particular student has been placed in.

In summary, three major points should be clearly understood pertaining to the three legislative acts.

(1) All handicapped persons must receive equal opportunity and accessibility to the vocational programs, i.e., no handicapped student shall be denied access to a program because of their handicapping condition.

(2) All handicapped students must receive a free and appropriate education on an equal basis with nonhandicapped students.

(3) There is a designated amount of funds set aside in your vocational budget that must be and can only be used to insure that number 1 and 2 above will be carried out. In addition, a designated amount of funds are included in your vocational budget that can only be used to provide special services to the disadvantaged students. These funds are referred to as set-aside funds (excess cost funds) for the handicapped and disadvantaged. An explanation and uses of these funds are given in the next section of this handbook.

Chapter 2

SET-ASIDE FUNDS FOR THE HANDICAPPED AND DISADVANTAGED (EXCESS COST FUNDS)

2.1 EXPLANATION

Excess cost funds are the Federal and matching State and local funds that are to be used to pay cost needed by the handicapped and disadvantaged students that are over and above expenditures normally used for regular students. Any monies that are expended beyond that which is used to educate a nondisadvantaged or nonhandicapped student can be considered excess cost. The question of what constitutes excess cost in a situation pertaining to a specific handicapped or disadvantaged student can be addressed by answering one question: If this handicapped or disadvantaged student were not in this program, would the expenditure under question still be necessary for the nonhandicapped and nondisadvantaged students in the program? If the answer to the question is yes, then expenditure of such funds cannot be considered excess cost. Likewise, the necessity for expending such funds to enable the designated handicapped or disadvantaged student to achieve program objectives in itself classifies such expenditure as excess cost.

Only that portion considered excess to the cost of the regular students can be charged to excess cost. For example, if in a particular program, the cost of providing vocational training in building construction to the regular student is $600 and the cost of providing supplementary aids and services to a handicapped or disadvantaged student in the same program is $150 ($750 total), only $150 (or the excess cost) may be charged to excess cost funds. In other words the school system may use the combined Federal, State, and local funds budgeted under handicapped/disadvantaged funds to pay the $150 for vocational training in building construction. The matching requirement by state and local funds, however, applies to the aggregate of all state and local funds expended for the excess costs of programs for the handicapped and disadvantaged. There is no separate matching requirement on a program by program basis.

2.2 HOW DO I OBTAIN EXCESS COST FUNDS FOR THE STUDENTS IN MY PROGRAM

All vocational funds allocated to the State from the Federal government are distributed by the State to local school systems. The Federal funds are matched by state and local funds by the time school systems receive their allocated amount. The amount of Federal funds received by each school system is determined by criteria mandated by Federal regulations based on several factors which are beyond the scope and purpose of this manual. A subcategory of the total vocational funds which your school system receives is the set-aside.

(excess cost) funds for the handicapped and disadvantaged.

Each year the local superintendent and vocational director submit to the State Department of Education a vocational budget and plan for the operation of the vocational programs for the next fiscal year. Once the budget and plan are approved, the vocational funds are allocated to the school system. The distribution of vocational funds within the local school systems is the responsibility of the local administration. Consequently, it is very important that vocational teachers provide input to the planning process during the development of the vocational plan and budget. This will insure a systematic effort toward providing special services to the handicapped and disadvantaged by program area.

There are situations where unforeseen needs arise in a particular program pertaining to handicapped or disadvantaged students in spite of systematic planning. In these situations local administration usually provides a means for the vocational teacher to request authorization for providing a special service using the excess cost funds.

In any case, you as a vocational teacher should be aware that there are excess cost funds allocated to your school system to be used for special services for special need students in your program.

2.3 USE OF EXCESS COST FUNDS

Basically, once a student has been identified as either handicapped or disadvantaged, or both, and the educational needs of the student have been noted, excess cost funds can be expended for <u>anything</u> that is in excess to what is being used with regular students (nonhandicapped or nondisadvantaged) to fulfill the needs. There are two exceptions to this general principle. The funds cannot be used for new construction and expenditures must relate directly to educational needs.

The application of this concept, however, in expending excess cost funds for the handicapped and disadvantaged in your school system requires a "front-end" approach. This simply means that by the time the point is reached where decisions must be made about the <u>way</u> in which excess cost monies will be used, several important factors should have already been established. These factors will act as the rational basis for the ways monies will be expended.

First, all students <u>requiring special services</u> related to their education needs should have been identified by name and the proper documentation established. For example, all disadvantaged students should have a VE Form 7 on file with each respective teacher. The VE Form 7 identifies the student's needs, the plan for overcoming their needs, and activities for carrying out the plan. Likewise, the handicapped student should have an Individualized Education Plan (IEP) on file. The IEP, like the VE Form 7 for the disadvantaged, is documented evidence of the handicapped student's evaluation, needs, and plan to fulfill those needs.

The second point is that once this documentation has been established for both the handicapped and disadvantaged, the decision of how to expand excess cost funds becomes a matter of systematically structuring the program to fulfill needs as indicated by the documentation of those needs. Consequently, any expenditure of excess cost monies that is in support of identified needs is justified and cannot result in an audit exception.

The "backward" approach is not consistent with the intent of Federal legislation and can result in audit exceptions. The "backward" approach means waiting until the excess cost funds are nearing the deadline for expenditure, then trying to hurridly assess general needs of programs and justifying expenditure after the fact. Excess cost monies are to be used based on individual needs of students and not general needs of programs.

One final point, the fact that a student has been classified as handicapped and/or disadvantaged does not necessarily mean that special services through excess costs are needed. For example, many students who show a deficit in math on the California Achievement Test may be very successful in a particular vocational program. Federal legislation points out that those students who need excess or special services are those who have a high probability of not being successful upon enrolling or those who are enrolled and in fact are not being successful. Efforts should be directed to those students who actually need help.

In summary, expenditure of excess cost funds should be planned and systematic.

(1) Handicapped and disadvantaged students who need special services should be identified by name and handicapping condition or disadvantagement.

(2) Proper documentation should be established, the IEP for the handicapped and the VE Form 7 for the disadvantaged. This documentation should be the result of systematic evaluation and planning.

(3) Once planning has occurred and the documentation established, that in itself will indicate needs of individual students to enable them to succeed in vocational programs.

(4) Excess cost monies may be used for any expenditure that provides services above those used for regular students and which enhances success of the special need student in the vocational program.

In cases of a separate specialized program described elsewhere in this handbook (Section 5.4) the entire expenditure to operate such programs is considered excess to services to regular students.

2.4 DUAL CLASSIFICATION IN USING EXCESS COST FUNDS

Students may be classified as both handicapped and disadvantaged for the purpose of using excess cost funds from both categories to provide services to the student. In other words, Federal set-aside funds from the categories of handicapped, disadvantaged and limited English-speaking ability can be expended on the same student who needs the services providing that the student meets the criteria for classification specified in Sections 3.2 and 4.2 of this handbook and such services are appropriately documented and funds accounted for.

Example: A handicapped (deaf) student needs an interpreter for one hour per day in order to succeed in a vocational program. This would be an excess cost and may be charged to the handicapped set-aside. The student also needs a special English teacher for one hour per day in order to succeed in a vocational program. This too is an excess cost and may be charged to the limited English-speaking set-aside under disadvantaged. In addition the student is economically disadvantaged and needs to be enrolled in a work-study program for three hours per day in order to remain in school. Finally, this could be charged to work-study funds.

2.5 GENERAL USES OF EXCESS COST FUNDS

Below is a list of general categories of services for which excess cost funds can be used for the handicapped and disadvantaged. Remember, however, the determination of whether an item or service is a legal expenditure is NOT the item or service per se, but whether or not the item or service is to fulfill an identified need for a handicapped or disadvantaged student to enable them to succeed in the vocational program in which they are entering or enrolled.

(1) Teaching aids

(2) Instructional materials and supplies

(3) Additional equipment

(4) Equipment modification

(5) Special teacher

(6) Paraprofessional aides

(7) Special counseling services

(8) Evaluation procedures

(9) Related services (as defined elsewhere in this manual)

(10) Economic factors such as stipends, fees, etc. for economically disadvantaged

(11) Outreach activities designed to recruit disadvantaged and handicapped persons and potential employers, and to develop community participation and support including business, unions, and industry

(12) Preparation for and procedures to identify handicapped and disadvantaged

(13) Staff development required to work with handicapped and disadvantaged

(14) Scheduling modifications needed to provide additional time for personnel to assist handicapped and disadvantaged such as extension of school day, instruction on an individual basis, etc.

(15) Curriculum modifications or development

(16) Construction modifications for handicapped in area vocational schools

Chapter 3

DISADVANTAGED

3.1 DEFINITION

A disadvantaged student is any student who requires special services and/or assistance to enable them to succeed in a vocational program and who meets the criteria outlined in Section 3.2 below.

3.2 CLASSIFICATION

The classification of disadvantagement includes two subcategories, academic disadvantaged and economic disadvantaged. The academic disadvantaged as defined by Federal Register, Vol. 42, No. 191, Section 104.804, Appendix A is a person:

(1) Lacking reading and writing skills; or

(2) Lacking mathematical skills; or

(3) Performing below grade level.

Economic disadvantaged is defined as:

(1) Family income is at or below national poverty level; or

(2) Participant, or parents or guardian of the participant is unemployed; or

(3) Participant, or parent of participant, is recipient of public assistance; or

(4) Participant is institutionalized or under State guardianship.

3.3 ELIGIBILITY FOR SPECIAL SERVICES THROUGH EXCESS COST FUNDS

To be eligible for special vocational programs, program modifications, and related services under the Federal set-aside funds (excess cost) for the disadvantaged, a person must meet the following conditions.

(1) The individual is excluded from the regular vocational program because of the effects of the disadvantagement, or

(2) The individual shows evidence of being unable to succeed in a regular program because of the effects of a disadvantage-

ment, and

(3) The effect of the disadvantagement is identified by a qualified professional person (teacher, counselor, etc.).

3.4 ACADEMICALLY DISADVANTAGED

3.4-1 Identification

Federal legislation does not address specific criteria for identification of the academically disadvantaged nor a designated procedure for identification. Most school systems in Alabama, however, are using two grade levels below enrolled grade for deficiencies in math, reading, and communicative skills or general performance level. Other school systems are using from one year below currently enrolled grade level through two years below grade.

The most frequently used test for identification is the California Achievement Test. However, some schools are using other tests such as the TABES, while a few are developing their own in-house test for identification. While all of these are legal methods, certain cautions should be taken. Any method used should have some sort of validity and reliability data established. In addition, the same test as used for identification should be used for evaluation of progress made by the student after special assistance is provided.

3.4-2 Personnel Responsibility

Legislative requirements do not address any specific person(s) responsible for administering procedures for identification of the academically disadvantaged, except that the identification process be administered by a qualified professional person. Most school systems are using a coordinated effort between the vocational teacher and vocational guidance counselor. The vocational teacher is the most appropriate person to initiate referrals for diagnostic procedures on any student having difficulty succeeding in their respective program.

3.4-3 Legislative Intent of Identification of the Academically Disadvantaged

Academically disadvantaged students generally do not have adequate skills to succeed at the time of entrance into or while enrolled in a vocational program. Due to poor education preparation they require supportive services or special programs to enable them to meet the requirements for entrance into the program or to continue and complete the program.

It is important that these prescribed skills be required for the occupational area in which the individual plans to be or is enrolled. In other words, the academic background for enrolling in

an electronics program where mathematics is necessary, is different from enrolling in a clerk-typist course where reading and writing are primary.

There are two cautions here:

1. A student may not be classified as academically disadvantaged because he/she does not have the prerequisites for a vocational program. For example, a person who wishes to enter an electronics course but never took the science courses cannot be categorized as academically disadvantaged for this reason alone.

2. If through testing and observation, a person shows little or no manual dexterity or other basic occupational requirements, a student should not be considered disadvantaged but should be counseled and encouraged to enroll in a program in which he/she has the demonstrated ability and interest.

In summary, the legislative intent of providing funds from which special services may be provided for the academic disadvantaged is to enable them to succeed in the vocational program by overcoming deficiencies in their past educational or cultural experiences that do not exist in nondisadvantaged persons.

3.4-4 Types of Services and/or Assistance That May Be Provided for the Academically Disadvantaged

(1) Modification of instructional methods

(2) Modification of instructional equipment

(3) Specialized tutoring

(4) Employing of special professional staff

(5) Employing of paraprofessional assistance

(6) Special remedial programs

(7) Special hands-on work experience

(8) Special counseling services

(9) Preparation of diagnostic and evaluation tools

(10) Educational testing to determine academic level, interest, and abilities

(11) Vocational and work evaluation

(12) Personnel training for the purpose of providing special services

(13) Modification of time schedules

(14) Individualized instruction

(15) Modification of curriculum

(16) Staff to coordinate systematic efforts in dealing with disadvantaged

Keep in mind that the legal expenditure of excess cost funds is not determined by the type or specific service or assistance, but on an identified need on an individual basis.

3.5 ECONOMICALLY DISADVANTAGED

3.5-1 Definition

Any student who cannot enter or is not being successful in a vocational program due to an economic reason is classified as an economically disadvantaged person. For example, a student cannot pay the required fees for a particular program of which will prevent that student from remaining in the program. In addition, any student who is having an academic problem due to economic reasons can be classified as an economically disadvantaged student.

To receive special services through set-aside funds for the economic disadvantaged at least one of the above criteria must be met in addition to the student being identified according to the criteria set forth in the Federal legislation outlined in Section 3.2.

3.5-2 Identification Procedure

Although the Federal legislation specifies the basic criteria, it does not address a specific method or process for identification of the economically disadvantaged student. Collection of necessary data to verify economic disadvantagement is left to the discretion of the local school system.

Perhaps the most convenient method and the one being used by most school systems in Alabama is the school free lunch program. The basic criterion for enrollment in the free lunch program is the verification that family income is at or below the national poverty level measured against the Orshansky Scale. This also meets the criterion for classification of economically disadvantaged based on family income being below the national poverty level, so consequently this is a legal and convenient method for identifying economically disadvantaged students. It should be noted, however, that students on a reduced lunch program do not meet this criterion.

If one of the other three criterion is used, the school system should establish a method for collecting necessary data on family income, public assistance, and employment records.

It should be noted, however, that even though students have been identified as economically disadvantaged, the fact must still be verified that the economic disadvantagement is preventing these students from entering or being successful in a vocational program before excess cost funds can be used to provide economic assistance.

3.5-3 Types of Services and/or Assistance That Can Be Provided Through Excess Cost Funds

1. It is very difficult to pinpoint the effects of poverty which do not relate or affect the academic performance of a person's ability to succeed. One effect may be on attitudes, motivation or behavior which would reflect on a student's ability to succeed in a program, and therefore, reduce chances of subsequent employment. An expenditure for the services of a special counselor to work with such students would be beneficial. Special preservice and inservice training for teaching and support personnel could also help to enable the staff to cope with students whose economic circumstances have hindered their educational progress.

Obviously, the school system cannot solve the financial problems of those in a low income category. Circumstances do arise when students or potential students cannot attend class because they do not have proper clothing or food, or the means of transportation to get there. Several possibilities suggest themselves, such as contact with welfare and social agencies and special transportation arrangements.

Under no circumstances can Federal set-aside funds be used to provide food, lodging, medical and dental services or other items such as clothing which students may need, but which are not directly related to the provision of vocational education. Provision of such services should be made through arrangements with other agencies.

In addition to the services described above, the following is a list of other type services that may be provided to the economically disadvantaged through the vocational excess cost funds.

2. Work Study Program: The work study program is a program designed for the economically disadvantaged student to provide them with sufficient funds to enable them to remain in a vocational program. Expenditure of excess cost funds for this purpose is authorized by the legislation.

Several student eligibility criteria must be met in order to participate in a work study program.

• The students enrolled in the program must be identified and classified as economically disadvantaged. A student may be identified as academically disadvantaged but not economically disadvantaged. In such cases, enrollment in a work-study program is not authorized. A student who is identified as both academically and edonomically disadvantaged, however, may be enrolled in a work-study program.

• Students eligible for a work-study program must have been accepted for enrollment as a full-time student in a vocational education program which meets the standards prescribed by the state board and the local education agency or already be enrolled in such a program on a full-time basis and be in good standing.

• Evidence must be present that the student is in need of earnings that would be forthcoming from a work-study program and the lack of such money would prevent the student from enrolling or remaining in the program. It should be noted that some students, even though having been identified as economically disadvantaged, will manage to remain in the program without financial assistance. Only to the extent that the need is identified and evidence by those responsible for the program should services in this reqpect be provided.

• Persons enrolled in a work-study program must be at least 15 years of age and less than 21 years of age at the start of the students' employment, and is capable, in the opinion of school authorities, of maintaining good standing in his or her vocational education program while employed under the work-study program.

In addition to student eligibility criteria, there are several administrative requirements that must be met.

• Work-study programs are to be administered by the local education agency.

• A student shall not be employed in a work-study program for more than 20 hours in any week in which classes in which the student is enrolled are in session.

• Any student enrolled in a work-study program shall not be paid more than the hourly wage of persons in the area performing simialar duties.

• Employment of a work-study participant shall be with the local education agency or with some other public or nonprofit private agency or institution. Persons employed in a work-study program through the use of excess cost disadvantaged funds shall not be deemed employees of the United States or their Federal Services.

• In each fiscal year during which the work-study program remains in effect, the local education agency shall expend (from sources other than the Federal portion of its budget) for the em-

ployment of its students (whether or not the employment is an area eligible for assistance under work study) an amount that is not less than its average annual expenditure for work-study programs of similar character during the three fiscal years preceding the fiscal year in which its work-study program is approved. For example, a local education agency has operated a work-study program for the past four years and is planning to operate one in the next fiscal year. The matching fund from State and local sources for the past three years has been $50, $75, and $100 respectively. The local agency must expend at least $75 this year for the program from sources other than the Federal portion. ($75 is the average amount expended over the past three years from sources other than the Federal portion.) This required expenditure by the local agency does not have to be for employment of its students under an area that is eligible for assistance under the work-study program.

3. Stipends may be paid directly to the economically disadvantaged student.

4. Fees that are required from all students as part of the program may be paid for the economically disadvantaged student.

5. Materials and supplies that all nondisadvantaged students are required to purchase themselves may be purchased for the economically disadvantaged student. If the materials and supplies end up as a finished product of which students normally are allowed to keep, the economically disadvantaged students must be allowed to keep their finished products even though the original materials were purchased for them.

3.6 DUAL CLASSIFICATION OF ACADEMICALLY AND ECONOMICALLY DISADVANTAGED

There is a very high correlation between the academically disadvantaged and the economically disadvantaged. Persons may be classified as both, providing they meet both criteria and have been identified. In cases where a student is identified as both academically and economically disadvantaged, excess cost funds may be used to provide academic services and economic assistance. There may be some students, however, who are academically disadvantaged but do not meet the criterion for classification of economic disadvantaged. In such cases only academic services may be provided. In other words, the expenditure of excess cost funds must match by budget category the classification in which the student's needs have been identified.

3.7 ACCOUNTABILITY AND DOCUMENTATION FOR EXPENDITURE OF FUNDS FOR THE DISADVANTAGED

A VE Form 7 should be completed on each disadvantaged voca-

tional student receiving education services through expenditure of excess-cost funds. This form is the suggested way to provide for systematic program planning in serving the individual needs of the disadvantaged, and to provide fiscal accountability for expenditures of excess cost funds on the disadvantaged student. Please note that the emphasis is on systematic planning to meet the individual needs of the disadvantaged and fiscal accountability. The form may be modified by you if necessary to accomplish this end.

The form should be kept on file in the student records and maintained by the respective vocational teacher responsible for the program in which the student is currently enrolled. VE Forms 7 for those students who no longer are enrolled should be kept for five years. Where this file is maintained is a local administrative decision.

The items on the front side of the VE Form 7 are self-explanatory. The items on the reverse side are mostly self-explanatory, however, the following suggestions may be beneficial.

Item 1: More than one service should be checked if a student is receiving multiple services.

Item 2: The additional vocational services related to the needs of the student being provided through expenditure of excess cost funds should be classified in specific terms. For example, instead of "remedial instruction is being provided," use "specialized remedial instruction in related math is provided two hours per week."

Item 3: Self-explanatory.

Item 4: The cost per student of additional equipment should be found by dividing the total cost of the equipment by the number of disadvantaged students being served by the equipment.

Item 5: Self-explanatory.

Page 16 and 17 show an example of a completed VE Form 7 on a disadvantaged student.

VE FORM 7
Revised August 1979

SPECIAL NEEDS EDUCATION
PERSONAL INVENTORY OF VOCATIONAL STUDENT
(Confidential for local school file)

Alabama State Department of Education
Division of Vocational Education
Montgomery, Alabama 36130

John Rider — Name of Student
Community High — School

Route 2 Community, Al — Home Address
Community — City System / County System

Allstop — City
Al 31018 — State Zip
Auto Mechanics — Service

Date Prepared Sept 10/79
School Year 19 79 to 19 80

Attendance previous school year 19 78 Days Tardy 10 Absent 12 Present 168

Student's Age 17 Present Grade Level 11

To be eligible for special services and assistance under the Vocational Education set-aside funds for the disadvantaged, an individual shall fulfill one of the following conditions. Please check the appropriate cause for the student needing special assistance in order to succeed in Vocational Education. It is recommended that the Vocational guidance person, if one is available, be responsible for identification of disadvantaged students

IDENTIFICATION

1. **ACADEMICALLY DISADVANTAGED**

   a. (✓) Lacks reading and writing skills
   b. ( ) Lacks mathematical skills
   c. (✓) Performs below grade level

2. **ECONOMICALLY DISADVANTAGED**

   d. (✓) Family income is at or below national poverty level
   e. ( ) Participant or parent(s) or guardian of the participant is unemployed
   f. ( ) Participant or parent of participant is recipient of public assistance
   g. ( ) Participant is institutionalized or under state guardianship

Alice Stewart
Signature of counselor or superintendent designee identifying student

PLAN FOR ADDITIONAL ASSISTANCE AND SERVICES TO BE PROVIDED

The Vocational Teacher is to document services rendered in utilizing excess cost funds. Instructional type things should be used in overcoming academic disadvantaged. Economic type things such as work-study should be used to overcome economic disadvantage.

1. Check type assistance needed: Modified (Reg.) ✓, Work-Study ✓

   Special Program _____, Related Services ✓

2. Describe the additional vocational education services that will be provided the identified student that is not provided for regular students:

   John will be provided special tutoring by the academic math teacher. In addition, an aide will be in the vocational program to provide special help with specific areas designated by his vocational teacher. John will also be in a work-study program.

3. Describe type support personnel needed: ___ No. 2 $ 6000 Duties: 1) Special math tutoring. 2) Aide: Special tutoring in the vocational program.

4. Describe excess or extra equipment needed to accomplish No. 2 above: $ 300,

   Sound and film strip projector

5. Describe excess or extra curriculum materials and supplies needed to accomplish No. 2 above:

   Special individualized program in math - $300.
   (Work Program)

Bob Alden, Jane Doe
Signature of Teacher Providing Services

August 10, 19__
Date

APPROVED: William Mills
Principal

NOTE: Complete a VE Form 7 for each disadvantaged student who will receive additional assistance and services in order for them to succeed in a Vocational Education program.

3.8 ILLUSTRATIONS OF PROGRAMS FOR THE DISADVANTAGED

The following illustrations identify situations in which "set-aside" funding may be used for the disadvantaged. When the term "set-aside" is used, it refers to the combined Federal and required State/Local matching funds for excess cost over and above the cost of providing the regular vocational program. It should be remembered that the match required for these funds is on an aggregated State basis.

3.8-1 Mainstreamed students

(1) A student for whom English is a second language is placed in a regular auto mechanics program. The student requires remedial instruction in communications. An instructor is employed to assist this student in the English language one hour per day for the semester. The time that the instructor gives to this vocational student may be funded from the set-aside funds for serving the disadvantaged. If that same instructor is also employed to work with students enrolled in general education, that part of the instructor's time given to the vocational student should be prorated.

(2) An inner city vocational school estimates that 35% of its incoming student body are disadvantaged. The faculty is unable to cope with this influx because, for the most part, they are unfamiliar with the cultural and environmental background of these students. These students are integrated in all of the classes but do not seem to be learning and are apt to drop out. The administration contracts with a college for an in-service orientation program which will enable the faculty to work more effectively with the students. The cost of these in-service programs may be funded from the set-asides.

(3) There are five academically disadvantaged students enrolled in a welding program. Due to their slowness in acquiring the necessary knowledges related to welding they are behind the rest of the class academically. In addition, their deficit in related knowledge is making them slow in applying the knowledge in performance. They use more materials in performance than the nondisadvantaged students. The instructor decides to individualize more of the program to allow the slow students to precede at their own pace. He purchases a commercial individualized program in related welding knowledges consisting of filmstrips and synchronized narration. In addition, he purchases more welding supplies than is normally needed for the nondisadvantaged students to allow the disadvantaged students more practice in the laboratory. The cost of

the individualized materials and additional welding supplies may be purchased using the set-aside, excess cost fund for the disadvantaged.

3.8-2 Special Programs and Services

(1) An institution for neglected and delinquent students, under contract with the local education agency (LEA), offers vocational education courses. Since the students: 1) are not permitted to go outside the grounds, 2) require a specially trained staff including counselors and paraprofessionals, and 3) need flexible schedules to meet the different time periods of each of the students during their residency, the complete vocational education program may be funded from the set asides.

(2) A group of 16-year olds has dropped out of school. They are turned off by the school setting and the school regime. The school counselor, who has a good rapport with these young people, believes that they would enroll in plumbing and machine shop if they were offered in a nonschool setting with teachers who could relate to and deal with their hang-ups. This program, including the rental of a vacant store with convenient access for the students, could be funded with set asides if it is an organized vocational education program.

3.8-3 Other Examples

(1) A group of students in the 10th grade in a rurally isolated area in which one industry predominates, has little opportunity and exposure to the world of work and career planning. The vocational school director learns of this situation. She/he sets up a special career exploration class for those students who have been identified as under-motivated, slow learners. It is understood that the students would receive individual skill evaluation and instruction to develop career awareness and would then be enrolled in the appropriate regular vocational education program. Funds for this special class for disadvantaged students may be funded from the vocational set-aside funds.

(2) Faculty and staff of an inner city junior high school, many of whose students are poorly motivated and have poor academic backgrounds, conclude that their students are potential dropouts. Taking advantage of the Work Experience and Career Exploration Program (WECEP) under the Department of Labor, the principal has set up a special course for the 14 and 15 year old potential dropouts which includes placement on a job in the community, orientation to work, and two coordinators in charge. Additionally, arrangements have been made with the vocational school for its

vocational counselors to spend time during the year to work with these young people to advise them and then assist them to enter the vocational classes as soon as they are eligible. Such a prevocational program for the 9th graders may be funded under Industrial Arts, Exemplary, or Guidance and Counseling and the costs applied to the set asides.

(3) A vocational school has both disadvantaged and handicapped students who need remedial work in mathematics. The Individualized Program (IEP) has identified this as a need for the five educable mentally retarded handicapped students. In addition, the school records and the guidance counselor have identified five students who are academically disadvantaged in computational skills. A math instructor agrees to conduct a special remedial class for one hour each day for these ten vocational students. She intends to work closely with the three vocational instructors (the students are enrolled in three different courses). She also recognizes that the mentally retarded students will have limited abilities while the disadvantaged students will require special techniques until they can catch on to the subject matter and then move up into the regular classes. The vocational school must prorate the cost of the instructor's salary and any material required by the course with 50% of this special support class applied to the disadvantaged and 50% to the handicapped funds.

Chapter 4

HANDICAPPED

4.1 DEFINITIONS

4.1-1 Exceptional Youth (Special Education Student)

Any child between the age of 6 and 21 inclusively who has been appropriately evaluated and found to have an emotional, mental, or physical impairment and who because of such impairment needs special education and/or related services to succeed in the educational program.

4.1-2 Special Need Student

Any child who meets the criteria above and has been placed into a vocational program.

> NOTE: The term special need is specific to vocational education. The definition of special need student also includes students who are classified as academically or economically disadvantaged. The definition as given in 4.1-2 above is stated in the section under the handicapped to help clarify to vocational personnel the difference between special education student, special need student, and disadvantaged students. Since Federal legislation delineates funding and related criteria for using those funds with the three categories of students, it is important to the vocational educator in understanding the ways their funds can be used and responsibilities of other educators pertaining to these categories of students.

4.2 CLASSIFICATION SYSTEM FOR THE HANDICAPPED

Handicapped students are classified into one of eleven categories.

4.2-1 Deaf

A hearing impairment so severe that it adversely affects students' performances because they find it difficult to process linguistic information with or without hearing aids.

4.2-2 Deaf-Blind

Simutaneously occurring hearing and visual impairments, which cause such severe communication, developmental, and educational problems for students, that they cannot be accommodated in special education programs solely for deaf or blind children.

4.2-3 Hard of Hearing

A permanent or fluctuating hearing impairment, which adversely affects students' educational performances but which is not included under the definition of "deaf" in this list.

4.2-4 Mentally Retarded

Significantly subaverage general intellectual functioning existing simultaneously with deficits in adaptive behavior, manifested during the development period, and adversely affecting a student's educational performance.

4.2-5 Multihandicapped

Simultaneously occurring impairments, such as mentally retarded-blind, or mentally retarded-orthopedically impaired, which cause such severe educational problems for students that they cannot be accommodated in special education programs for only one of the impairments. The term does not include deaf-blind students.

4.2-6 Orthopedically Impaired

A severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

4.2-7 Other Health Impaired

Limited strength, vitality, or alterness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's education performance.

4.2-8 Seriously Emotionally Disturbed

A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, and adversely affecting educational performance.

(1) An inability to learn which cannot be explained by intellectual, sensory, or health factors;

(2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

(3) Inappropriate behavior or feelings under normal circumstances;

(4) A general pervasive mood of unhappiness or depression; or

(5) A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes students who are schizophrenic or autistic, but exludes students who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

4.2-9 Specific Learning Disability

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written; manifesting itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia; but excludes students who have learning problems which primarily result from visual, hearing, or motor handicaps, from mental retardation, or emotional disturbance, or from environmental, cultural, or economic disadvantage.

4.2-10 Speech Impaired

A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment adversely affecting a student's educational performance.

4.2-11 Visually Handicapped

A visual impairment which, even with correction, adversely affects a student's educational performance. The term includes both partially seeing and blind children.

4.3 GENERAL ELIGIBILITY FOR SERVICES THROUGH SET-ASIDE FUNDS

There are three basic criteria that must be met for a student to be eligible to receive services using the vocational set-aside funds for the handicapped.

(1) The student must have been evaluated through the special education process mandated by P.L. 94-142 and determined eligible to receive special services as a handicapped student.

(2) The student must be entering, preparing to enter, or enrolled in a vocational program. The definition of vocational program in this case means prevocational, exploratory, occupational preparation, and of these the program may be regular, modified, or a separate specialized program.

This is not limited to in house programs but may mean other training programs outside the LEA agency under contract with the LEA to provide such vocational training.

(3) The student must be having a problem succeeding in the vocational program and/or it is apparent that he/she will have a problem succeeding upon entering.

4.4 IDENTIFICATION AND PLACEMENT OF HANDICAPPED STUDENTS

Unlike the identification of the disadvantaged students, the process by which handicapped students are identified is specified by Federal legislation. Basically, this process consists of a referral of the student to special education, a determination of eligibility procedure, and a process through which the student is then placed and an individualized education plan developed and implemented.

Since you as a vocational educator are not directly involved with all of the process for identification of the handicapped, the entire program will not be discussed in detail. However, there are several things that affect you and the handicapped students in your program, the options available to you in providing services, and your responsibilities as mandated by legislation.

There are generally two ways that you as a vocational teacher may receive a handicapped student into your program: (1) through placement of a special education student into the vocational program via the IEP process, and (2) through your recognition of a handicapped student already enrolled in your program who has not been identified by special education.

4.4-1 Placement Through Special Education

Generally, most handicapped students enrolled in a vocational program will have already been through the special education process mandated by Federal Legislation. This process includes the following steps:

(1) Eligibility Determination: Students are referred to special education by teachers, parent, or others involved with their educational or social life if it is suspected that they may have a handicapping condition that will or is interferring with their educational process. Parental permission for evaluation of the respective child is obtained. The child then receives a total evaluation including vision and hearing screening, an appropriate intellectual evaluation, behavior and/or social maturity evaluation, and educational achievement evaluation. In some cases a physical and/or medical evaluation is also obtained, depending on observation and findings of previous evaluations.

An eligibility committee studies the findings of the above assessment procedures and determines the child's eligibility for service.

(2) Individual Education Program: Following the evaluation of the assessment data resulting from the eligibility determination process, an individual education program (IEP) committee is established to make decisions pertaining to placing the handicapped student into the least restrictive environment. Among the many options available to the IEP committee is that of vocational education.

The Federal legislation (P.L. 94-142) mandates that the following persons be members of the IEP committee for placement of a handicapped student.

- A representative of the local education agency, other than the student's teacher, who is qualified to provide or supervise the provision of special education. (The principal or his/her designee is recommended.)
- The student's teacher or teachers, special and regular, who have direct responsibility for implementing the child's Individualized Education Program (THIS INCLUDES THE VOCATIONAL TEACHER INTO WHICH PROGRAM CONSIDERATION FOR PLACEMENT IS BEING GIVEN).
- One or both of the child's parents.
- When appropriate, the child.
- Other individuals at the discretion of the parents or agency (such as persons knowledgeable about the evaluation procedure utilized).

The second responsibility of the IEP committee is that of developing the individualized education plan for the student. The program placement of the student and the development of the implementation plan for the IEP occurs simultaneously.

The implementation plan is the plan for providing learning content and strategies to meet the needs of the student as depicted by the IEP committee.

4.4-2 Handicapped Students Placed Into Vocational Education

There are several salient points pertaining to the eligibility determination process and IEP process that vocational teachers should know.

Special Education has the responsibility of administering the

eligibility determination and IEP process for handicapped students. This means that the majority of handicapped students in your program have gone through the process and are eligible for specific services through the use of excess cost funds allocated to vocational education. However, there may be cases where you have a student enrolled in your vocational program who has not been identified (determined eligible for special services) and who you suspect is having a problem learning due to a handicapping condition. It is your responsibility to refer that student through your principal or local vocational director to special education. In addition, in such cases where there are handicapped students in your program who have been properly identified and who are not learning adequately due to their handicap with the special services and program modifications that you have made, your responsibility is to refer that student back to special education for consultation and, perhaps, re-evaluation. Special education has the responsibility of providing you with technical assistance or consultation pertaining to handicapped students in your program. One caution, however, before asking for a referral or consultation to consider re-evaluation of a student, insure that you have exhausted all your resources for making appropriate modifications to your program to meet the student's needs.

You, as a vocational teacher, have the responsibility of developing the vocational implementation plan of the IEPs for handicapped students being placed into your program. Resource persons available to help you develop the plans include the special education teacher responsible for the handicapped students and your vocational guidance counselor.

The IEP procedure mandated by the State Department of Education states that you be included in the decision-making process of the IEP committee to provide input into the placement of handicapped students into your program. Since you are going to be responsible for providing a learning environment for handicapped students placed into your program, it is imperative that you be involved in the placement process as well as the planning of the vocational plan for the students.

4.4-3 Suggested Placement Procedures For Placing Handicapped Students Into Vocational Programs

The process for placing special education students into vocational programs should begin no later than the end of the eighth grade level or by the student's 15th birthday, when possible, and should follow the general steps outlined below.

(1) Referral of special education student to vocational education through the initial IEP process or through and annual up-date of the IEP. Referral to vocational education means the inclusion of vocational personnel

on the IEP Committee at such time that the IEP Committee begins considering vocational programs as an option for the student. Initial referral for vocational consideration should occur in the spring for placement in the next school year.

(2) A vocational assessment is accomplished through a collective effort of special education, vocational education, and vocational guidance and counseling.

(3) An evaluation of the assessment data is completed to determine the most appropriate options for placement.

(4) Placement of the student and development of the vocational implementation plan of the IEP.

4.4-4 Occupational Goal

An occupational goal must be established for the handicapped student prior to his/her enrollment into an occupational program. An occupational program means a vocational program that provides training in the skills that are performed on the job, and where the purpose of the program is to prepare the student to be placed on the job. Such programs are provided in vocational setting beginning at or above the 10th grade level.

An occupational goal means a written statement of the end results expected from the training program. It is recommended that occupational goal statements be written in broad enough terms to allow flexibility of training and job placement. For example, an occupational goal of placement into the automotive cluster of occupations rather than placement into an automotive transmissions mechanic job would be more appropriate.

The occupational goal, once established, must be the basis for development of the vocational portion of the IEP and all subsequent decisions pertaining to the program placement, training, and job placement of the student.

The occupational goal should be established after assessment, and should take the following factors into consideration.

(1) Evaluation of the data resulting from the assessment of the student which includes:

- Student interest
- Student capability
- Student behavior

(2) Job market

(3) Least restrictive occupational environment

(4) Modifications needed on the job that may influence a potential employer's consideration for employing.

(5) The availability of training facility or programs within the school system is not to be viewed as a constraint for proper program placement of handicapped students. Under P.L. 94-142, the school system is responsible for providing the training called for in the IEP either through establishing a special program in-school or contracting with an appropriate agency outside the school system through which the training will be provided.

(6) The expected level of achievement of current program objectives should not be viewed as a constraint on placement of handicapped students into vocational programs. There are many occupations that have within the total occupational cluster a group of tasks that one with limited capacity could perform without being expected to progress to the most technical skills of the job. The attainment of the lesser skill groups of tasks of a particular occupation would enable one with limited capacity to become a permanently employed, self-sustaining wage earner in the community. Based upon this concept, programs should be modified in terms of current expected achievement levels to incorporate a sequence of job entry levels of varying expectancies to accomodate persons with varying capabilities.

(7) The need for program modifications should be viewed as a planning tool to accomodate potential placement of handicapped persons. Needed program modifications should never be viewed as a constraint to placement of handicapped students into vocational programs.

4.4-5 Availability of Resources

Resources for training recommended by the IEP Committee must be made available for the student by the local school system. The LEA shall specify all options available for providing appropriate vocational programs and/or services for handicapped students. A person should be designated with the responsibility of coordination between the LEA and available resources for the school system. Consideration should be given to any of the following.

(1) Direct services by the local education agency such as:

- Regular programs with necessary modification
- Existing cooperative programs

- Field trips
- Special projects funded from within the school system
- Establishment of a separate specialized program
- Sheltered workshops within the school system

(2) Collaborative agreements with other public educational agencies to provide vocational education, such as:

- Vocational rehabilitation training programs
- CETA programs
- Vocational and technical institutions, such as technical colleges
- Specialized technical schools such as vocational schools for the deaf and blind
- Alabama Industrial Development Training Programs

(3) Agreements or contracts with private schools, agencies, or institutions to purchase services.

(4) Agreements or contracts with public agencies (other than schools) to secure services such as mental health, day care facilities, etc.

(5) Agreements or contracts with local employers to provide on-the-job training.

(6) Other agencies or organizations that can provide diagnostic services and/or consultation services, such as:

- Federal agencies
- Local Community (public and private)
- Institutions for the neglected and delinquent
- Business/industrial community
- Special interest groups
- State agencies
- Private nonprofit organizations
- Citizens organizations

When the handicapped student is placed in a training environment outside the school system such as a private or public agency contracted for such training, the LEA which placed the student is responsible for insuring that the goals and objectives of the IEP are accomplished, maintaining the IEP to determine changes in the goals and objectives or appropriate placement, and facilitating the due process procedure. However, the receiving school or training institute has the responsibility of carrying out their part of the IEP and insuring that the student's rights under Section 504 of the Rehabilitation Act are protected.

4.4-6 Priorities For Placement

Priorities for placement of handicapped students into vocational programs when there is a waiting list of both handicapped and nonhandicapped must be determined in accordance with P.L. 94-142 and Section 504 of P.L. 93-112; i.e., a procedure must be established by the local school system to insure that access to vocational education is on an equal basis with nonhandicapped students. An alternative placement must be provided for handicapped students while they are on the waiting list for the program of their choice.

Appropriate alternatives might include but are not limited to:

(1) Prevocational training for work adjustment when needed.

(2) Contracting with other schools or outside agencies for training related to the vocational program in which the student is waiting to enroll.

(3) Basic skill training related to the respective vocational program.

(4) Work experience training.

4.4-7 Job Market

Each local school system should establish a process for acquiring and maintaining current job demand data relative to their geographical area for the purpose of input into the program placement procedure for handicapped students. The following are suggested resource areas and types of information on job demand.

Resources for Information

(1) Local advisory counsel

(2) Associations representing the handicapped

(3) Alabama Industrial Relations

(4) Vocational Management Information System (SDE)

(5) Governor's Committee on employment of the handicapped

(6) Vocational Rehabilitation

(7) Local employers

(8) Alabama Development Office
- Facilities and Information Network Development (FIND)

(9) Other Community Resources

(10) State Occupational Information Coordinating Committee (SOICC)

Types of Information

(1) List of employers in area under Affirmative Action Plan

(2) Job demand categorized by USOE codes

(3) Follow-up data on handicapped students previously placed categorized by USOE codes

(4) Information of job requirements related to:
. Physical demands
. Working conditions
. General education development
. Specific vocational preparation
. Aptitudes
. Interest
. Temperaments

4.4-8 Vocational IEP

A vocational implementation plan for the IEP must be developed for every special education student being placed into a vocational program. The implementation plan must be developed prior to the student entering the program. A vocational program means either an occupational preparation program that is specific to the preparation of the student for employment which has the goal of placement of the student on a job in the occupation, or an exploratory/prevocational program prior to the 10th grade which has the dual purposes of providing the student with sufficient experiences to help him/her make a meaningful occupational choice for placement into an occupational program at a later time, and to provide a medium in which an assessment can be made of the student's potential for success in an occupational area.

4.4-8a Implementation Plan (IEP) For Exploratory/Prevocational Program:

(1) Persons Responsible for Development:

- Person responsible for the prevocational/exploratory program into which the student is entering

- Vocational Guidance Counselor

- Person(s) knowledgeable in vocational assessment methods

(2) Suggested Implementation Plan Content:

- Assessment Goal(s) - Assessment goals are usually decisions such as:
  - Does the student have general and/or specific interest in vocational occupational area.
  - Does student have general and/or specific aptitude for general or specific occupational areas.
  - Does the student need work adjustment training.
  - What program modifications are needed for program placement for training.
  - What specific occupational area is the student most suited.
- Short term objectives for assessment.
- Method by which objectives for assessment will be accomplished.
- Dates at which assessment decisions will be made.
- Results of each assessment decision (completed at appropriate time during prevocational/explanatory programs).
- Final recommendation for disposition as a result of total assessment from prevocational/explanatory program.

Final recommendation resulting from prevocational/exploratory program should be integrated with other data through the IEP process mandated by Federal legislation for final placement decision for occupational training.

4.4-8b Implementation Plan (IEP) For Occupational Program

(1) Persons Responsible for Development:

The primary responsibility for development of the vocational implementation plan for training in an occupational program is that of the vocational teacher receiving the student, but development of the plan should be done in collaboration with the special education teacher responsible for the student.

In cases where the training is to be conducted through contract with an agency outside the school system, the special education teacher and the vocational person to accomplish the training under contract should work collectively to develop the implementation plan.

(2) Implementation Plan Content:

The implementation plan for occupational training must contain the following elements.

- An occupational goal for job placement.
- Annual goals that support the occupational goal.
- Short term measureable objectives that lead to the accomplishment of the annual goals.
- Evaluation dates and methods used for evaluation of the short term objectives.

(3) Disposition of the Implementation Plan:

The vocational implementation plan of the IEP for each student must be on file with the teacher of the program in which the student is enrolled and a copy on file with the special educational teacher responsible for the student. The plan on file with the vocational program should be given to the special educational teacher when the student completes or is removed from the vocational program.

Page 34 shows an example of a vocational implementation plan on a handicapped student enrolled in a separate specialized program for the handicapped.

INDIVIDUALIZED EDUCATIONAL PROGRAM

Name of Student: Bob Harrel Date Services Begin: 8-18-79

Hours of Time in Regular Classrooms 4 Anticipated Duration of Services 1 year

Type of Physical Education to be Provided: Regular ✓ Adapted

Occupational Goal: Employment as Service Station Attendent

Present Level of Educational Performance Related to Needed Goals	Long Term Goal	Short Term Instructional Objectives	Evaluation of Instructional Objective	Duration of Objective
No Performance	1. Be able to service an automobile at the gasoline pump	1a. Greet the customer at the gas Island	Rated according to instructor's check list	August 30, 1979
		1b. Fill automobile with amount of gasoline designated by customer	Rated according to instructor's check list	Sept. 10, 1979
		1c. Service under the hood	Rated according to instructor's check list	Sept. 15, 1979
		1d. Check tires to specified PSI	Rated by instructor's performance check list	Sept. 15, 1979
		1e. Clean windshield	Rated by instructor's performance check list	Sept. 20, 1979
		1f. Make change	without error with 99% frequency	Oct. 20,
		1g. Process customer purchase using credit card	without error to 99% frequency	Jan. 30,
No Performance	2. Repair a flat tire			

4.5 ALTERNATIVE SERVICES AND/OR ASSISTANCE THAT CAN BE PROVIDED FOR THE HANDICAPPED STUDENT

The following is a partial list and explanation of different services and assistance that should be considered by local school systems in planning for the handicapped student.

4.5-1 Supportive Services (Related Services)

While vocational educators use the term "supportive (or support) services," special educators tend to refer to "related services." There terms are synonymous. P.L. 94-142 defines "related services" as transportation and such developmental, corrective, and other supportive services as are required to help a student benefit from special education (including vocational education).

- Transportation
- Audiology services
- Counseling services
- Medical services related to success in the school program or evaluation
- Occupational therapy
- Parent counseling and training
- Physical therapy
- Psychological services
- Recreational services
- School health services
- Social work services in school
- Speech pathology services
- Supportive instruction for individualized assistance in the classroom
- Remedial instruction in the basic academic skills on the basis of a students' need in a particular vocational course
- Assistance through an interpreter, note-taker, direct reader, tutorial aide, bilingual specialist, or attendant for physically handicapped;

- Specialized vocational counseling and guidance services;

- Job placement and follow-up assistance.

NOTE: Only those supportive services that are necessary for a handicapped student to benefit from vocational education are covered under P.L. 94-142 and P.L. 94-482. Use of Federal funds must be consistent with requirements of the regulations concerning excess cost and matching. (Federal vocational education funds may not be used for medical, dental, food, and housing cost.)

4.5-2 Modifications to Vocational Programs to Assist Handicapped Students

Modifications to the programs should be made as needed in scheduling, curriculum equipment, and facilities to enable handicapped students to participate successfully in vocational education. Modifications include the following.

4.5-2a Scheduling Modifications:

Needed to provide additional time for faculty to assist identified handicapped students:

- Extension of school day, week, or year

- Addition of another semester

- Instruction on an individual basis

- Flexible scheduling of students to permit program entrance/exit appropriate with progress

4.5-2b Curriculum Modifications:

Required to enable individual students to continue in regular vocational education program by assisting them in compensating for their handicap:

- Allocation of additional time to develop skill

- Specially designed workbooks or textbooks

- Task analysis of occupations to identify possible modifications in instruction, equipment, or methods

4.5-2c Equipment/Facilities Modifications:

- For the visually handicapped:

  Instruction in Braille.

Large print materials.

Signals that use sound rather than sight.

Special safety devices, such as guardrails around moving parts of a machine.

- For the deaf and hard of hearing:

  Printed rather than verbal instructions.

  Signals that use sight rather than sound.

  Sound amplification devices.

- For the orthopedically handicapped:

  Adaptations of regular equipment, such as hand controls added to machines usually operated by foot controls.

  Special desks and work tables for students in wheelchairs.

  Ramps for students who cannot use stairs.

- For the mentally retarded:

  Simplified equipment.

  Simplified instruction guides and manuals.

- For the cardiac and other physically impaired:

  Additional facilities for restrooms.

  Handrails in washrooms and in corridors.

4.5-3 Work Experience Programs That Provide Handicapped Students with Direct Participation in the World of Work

Work experience programs assist students in bridging the gap between school and work by helping them acquire desirable social skills, work habits and attitudes, and entry-level job skills. Ideally, such programs should not be the total vocational education provided to the student, but should complement the skill training provided in a vocational education program.

Work experience programs are often designed as special education work study programs for handicapped students. They are generally funded and administrated by special education. The

Vocational Education Act provides funds for work study and cooperative education programs for all students that may be appropriate for some handicapped students. If these funds are to be used, the requirements of the Act must be observed.

4.5-3a In Developing Policies for Work Experience Programs, The Local Educational Agency Should Consider the Following Topics:

- Goals and objectives of program.
- Number of hours per week a student is permitted/required to work.
- Age requirements.
- Number of credits a student may earn.
- Student eligibility.
- Credit for early termination of job.
- Policy on changing jobs.
- Parental permission.
- Related instruction.
- Required reports.
- Ratio of students to staff.
- Role of staff and administration.
- Transportation.
- Contract with employer.
- Training plan.
- Enforcement of applicable employment laws.
- Procedures for advancing students who are capable of going beyond the entry-level job.

4.5-4 Vocatonal Education, Cooperative Education, and Work Study

The definitions of cooperative education and work study that follow are based on P.L. 94-482. It should be noted that cooperative education does not mention including the student or the parents in planning the written cooperative arrangements. Placing a handicapped student in a cooperative education or work study program

requires a meeting to plan an individualized education program for the student. The parents and student as well as the appropriate school personnel should be involved. It is also desirable to have the prospective employer in attendance.

4.5-4a Cooperative Education (P.L. 94-482): Cooperative Education is a program of vocational education for persons who, through written cooperative arrangments between the school and employers, receive instruction, including required academic courses and related vocational instruction, by alternation of study in school with a job in any occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time.

4.5-4b Work Study (P.L. 94-482): Work study is a program designed to provide financial assistance through part-time employment to students who have been accepted for full-time enrollment in vocational training. The part-time employment is based on the financial need of the student and is not necessarily related to career objectives. Students are employed in nonprofit institutions. (See Section 3.5-3, item 2)

4.5-5 Simulated Work Experience

If on-the-job work experience is not possible or practical for handicapped students, a simulated work experience may be provided in the classroom. A mock-up or simulation of an actual community work station is created in the vocational laboratory and the student learns the task in the laboratory setting. This learning can then be transferred to the actual work site. This may be appropriate for students whose handicaps are such that they are not candidates for integration into regular vocational courses and are not ready for placement in a paid employment setting. It is a transitional step to paid employment and may be viewed as one phase of a carefully structured work experience program.

4.5-6 Sheltered Pre-employment Services

Sheltered employment services may be provided for severely handicapped persons who cannot be readily absorbed in the competitive labor market. Such services are usually offered at publicly sponsored or private nonprofit rehabilitation facilities. All facilities providing sheltered employment must be certified by the Department of Labor according to the percentage of the minimum wage paid in relation to the clients' productivity. Administrators seeking further information should contact the Wage and Hour Division of the Department of Labor.

Many sheltered employment workshops are sponsored by nonprofit health organizations such as the United Cerebral Palsy Association,

the National Association for Retarded Citizens, and Goodwill Industries, Inc. Although these organizations are dedicated to serving clients with a specific type of handicap, financial constraints usually prohibit providing services to those who are not sponsored by either the local educational agency or vocational rehabilitation agency.

In referring a student for sheltered pre-employment services, the local educational agency should invite a representative from the agency providing the prospective services to attend the meeting at which the student's individualized education program (IEP) is developed. The IEP will specify the sheltered pre-employment services to be provided by the sheltered facility. The responsibility for monitoring the student's IEP and ensuring that services are delivered as specified remains with the local educational agency.

4.5-7 Travel Training for Transportation to Jobs on Completion of Vocational Training

Program staff should address the need for travel training which is offered concurrently with vocational training to prepare handicapped students to travel independently. LEA's should decide who is responsible for providing travel training. Staffing and equipment needs will vary depending on the type of handicapped student being trained. Program administrators should consider:

- Use of staff who are part of vocational program.
- Consultation with mobility/orientation specialist.
- Purchase of adaptive devices such as hand controls for vehicles.

Although mobility/orientation specialists have traditionally worked with the visually handicapped, they have successfully adapted their techniques for those with other handicaps such as mental retardation and orthopedic impairments.

Handicapped students should become familiar with and know how to use all the modes of transportation used by nonhandicapped persons, such as:

- Public transportation (bus, train, subway).
- Car pooling.
- Personal transportation (walking, bicycling, driving).

In addition, some community and private agencies serving handicapped individuals establish special transportation services for handicapped persons who are unable to travel to work by other modes of transportation.

Staff responsible for follow-up should assist students who need help in solving job related transportation problems. Assistance should primarily be in the form of providing information to the student concerning special transportation arrangments when difficulties would preclude the student's reporting to the job. For example, staff may inquire for those confined to wheelchairs as to scheduling special lift buses or vans.

4.5-8 Job Placement and Follow-up Services

Job placement and follow-up services should be established to help handicapped students secure and maintain job placements in settings that are suitable for their abilities and interests. It should be assumed that handicapped individuals are seeking the same array of careers as nonhandicapped. They should not be counseled toward more restrictive career objectives than are nonhandicapped students with similar interests and abilities. Job placement and follow-up procedures that have proven effective for nonhandicapped persons are appropriate for handicapped students. These include:

- Referring students to job openings.
- Instructing students in job-search techniques.
- Taking job orders from employers and listing jobs.
- Following up on placements of students in jobs.
- Soliciting jobs for listing.

In addition, job placement services can be provided handicapped students to enhance their success in securing and keeping jobs.

- Instruction and practice in job-seeking skills for handicapped students who may need more practice to compensate for lack of exposure to work world:

  Preview of employment resources.

  Proper use of application blanks.

  Methods of effective interviewing.

  Suggestions about how to focus on capabilities, not handicaps, when talking with employers.

  Preparation of resumes and obtaining letters of reference.

- Provision of information to employers to dispel their fears about hiring handicapped individuals.

- Provision of information to assist employers and handicapped individuals in acquisition of adaptive devices and in modification of work task/work environment that will enable physically or mentally handicapped individuals to be competitively employed.

- Establishment of procedures to search actively for job openings in the community for handicapped students.

- Development of procedures to match qualified students with available jobs.

- Provision of assistance as needed to students during interviews and in contacts with personnel officers.

- Assistance to students in solving job-related transportation problems.

- Assistance to students during initial period on the job.

- Establishment of on-the-job follow-up procedures.

- Coordination of educational agency placement activities with Vocational Rehabilitation, state employment services, and other community agencies.

4.5-9 Adaptive Devices and Special Equipment

Adaptive devices and special equipment modifications should be provided to meet the individual needs of handicapped students when needed. Some devices and equipment for different handicapping conditions are available by mail order. A directory of these sources is Accent Buyer's Guide (Accent Special Publications, 1977).

4.5-9a Design of Special Equipment by Program Staff should be a consideration in meeting the particular need of a handicapped student. Staff will have to rely on their imagination and ingenuity to develop the appropriate equipment. Program staff could consult occupational therapists or bioengineers for assistance in this area.

4.5-9b The following is a list of some of the ways equipment can be adapted to meet the needs of handicapped students:

- Installing safety devices on machines, such as:

  Guardrails
  Cover plates
  Warning plates for tactual interpretation
  Warning lights
  Warning sounds

- Installing adaptive operating devices on machines, such as:

  Hand controls (mono-, bi-)
  Foot controls
  Hand-foot controls (hemi)
  Head controls
  Mouth controls

4.5-9c Adapting existing equipment or securing other equipment to assist handicapped students, such as:

Adaptive handles on tools
Guard plates to direct finger/hand accuracy
Left-handed scissors
Pattern guides
Cutting guides
Magnifying guides
Tape recorders

Caution: Reasonable Accommodation

In order to provide realistic training programs, vocational programs always attempt to create a physical environment resembling as closely as possible that found in industry, thus allowing the development of skills as they are used in industry.

In adapting equipment to meet the needs of handicapped students, it is important to work closely with representatives of the business-industrial community to ensure that training conditions that can be transferred to industry are created. Most employers are willing to make reasonable accommodations to modify or adapt equipment or devices to meet the needs of handicapped workers. (They are required under P.L. 93-112, Section 503, to do so if they receive federal contracts.) Therefore, when accommodating students in vocational programs, training conditions should not be so special that their duplication would impose undue hardship on employers. Students trained under such conditions might be unable to find employment in industry.

4.5-10 Facility Construction and Modification

New construction or facility modifications should be provided to make vocational programs accessible to the handicapped student.

4.5-10a P.L. 93-112, Section 504 mandates that each program or activity utilizing Federal funds shall operate so that when viewed in its entirety, it is readily accessible to handicapped persons. Section 504 states that no qualified handicapped person can be excluded from participation in or otherwise be subjected to discrimination under any program or activity because a facility is inaccessible to or unusable by that person.

Program accessibility does not require that all existing facilities or every part of a facility be made accessible as long as other methods can be employed to make all programs readily available to handicapped persons requiring them.

4.5-10b Programs can be made accessible through such methods as:

- Redesign of equipment.
- Reassignment of classes or other services to accessible buildings.
- Assignment of aides to students.
- Alteration of existing facilities or construction of new accessible facilities.
- Any other methods that result in making programs accessible to handicapped persons.

The local educational agency is not required to make structural changes in existing facilities when other methods are effective in achieving compliance.

When the methods for meeting program accessibility are chosen, priority should be given to those methods that offer programs and activities in the most integrated setting.

4.5-10c New Construction Must be Designed and Constructed so that the facility is readily accessible to and usable by handicapped persons. Alterations to existing facilities also are required to be accessible to and usable by handicapped persons to the maximum extent feasible.

Compliance with this requirement may be met by designing, constructing, or altering facilities in conformance with the American Standard Specifications for Making Buildings and Facilities Accessible to and Usable by the Physically Handicapped (American National Standards Institute, Inc., 1971).

Information can also be obtained from the Architectural and Transportation Barriers Compliance Board, Washington, D.C.

4.6 TYPES OF SERVICES THAT MAY BE PROVIDED FOR THE HANDICAPPED STUDENT THROUGH THE VOCATIONAL EDUCATION SET-ASIDE FUNDS (EXCESS COST) FOR HANDICAPPED PERSONS

It should be noted that at least three areas of funding exist for providing the following services:

- Set-aside funds (excess cost funds) allocated to Special Education through P.L. 94-142;
- Vocational set-aside funds for the handicapped contained in your vocational budget;

- Services provided and available through Vocational Rehabilitation.

The first two are controlled by the local school system, while the last mentioned is controlled through Vocational Rehabilitation. Cooperation among Special Education, Vocational Education, and other providers of resources is extremely important to facilitate handicapped students' success in the least restrictive vocational education environment.

- Advisory/coordinating committees--required to help formulate programs, to act as liaison between school and community, and to support legislation. Allowable costs include:

  Formation and servicing of the Advisory Committee for the Handicapped.

  Formation of and participation in state and local coordinating committees, including clerical help, travel expenses, and salaries of faculty members who attend meetings.

- Survey/evaluations--conducted by staff members or under contract including:

  Identification of handicapped population and the geographical areas in which it is concentrated.

  Assessment of effectiveness of methods, materials, equipment, and techniques used in providing vocational programs for handicapped persons.

  Identification of other agencies, organizations, or individuals concerned with the handicapped and the extent to which they provide vocational education.

- Recruitment/promotional activities--designed to reach handicapped persons and potential employers and to develop community participation and support including:

  Advertising through newspapers, television, and radio.

  Announcements through posters, flyers, brochures, and other visual media.

  Speaking engagements with community groups including local chapters of social welfare organizations.

- Identification of handicapped--needed to identify and classify specific problems of individual students including:

Counseling services for students and/or their families (pay for time over regular duties can be provided).

Preparation of diagnostic and evaluation tools.

Education testing to determine academic level, interest, and abilities.

Vocational or work evaluation.

- Staff development--required to prepare teachers to work with handicapped students including:

  Teacher training programs (both preservice and inservice).

  Travel costs and salaries of faculty members who attend seminars, conferences, workshops, and special institutes.

- Modifications of schedules--needed to provide additional time for faculty to assist students identified as handicapped. Additional faculty time and related expenses may be required when any of the following situations exist:

  Extension of school day, week, or year.

  Addition of another semester.

  Instruction on an individual basis.

  Flexible scheduling of students to permit entry into and exit from programs as appropriate with progress.

- Modifications of curriculums--required to enable individual students to continue in regular vocational education program by helping them compensate for their handicaps including:

  Allocation of additional time to develop skill.

  Specially designed workbooks or textbooks.

  Analysis of tasks within occupations to identify possible modification in instruction, equipment, or methods.

- Development of curriculums--required to provide students with a specially designed program to suit their individual needs including:

  Research, experimental, and demonstration projects.

  Contracts with consultants, specialists, or teachers.

Salaries of teaching staff and curriculum specialists.

Individualized learning packages.

Orientation programs to develop social skills and attitudes and consumer education.

Orientation programs to observe various occupations.

Special supplies and instructional materials.

- Modification of equipment:

  For the visually handicapped:

  Instruction in Braille.
  Large-print materials.
  Signals keyed to hearing rather than to sight.
  Special safety devices, such as guardrails around moving parts of a machine.

  For the deaf and hard of hearing:

  Printed rather than verbal instructions.
  Signals keyed to sight rather than to hearing.
  Sound-amplification devices.

  For the orthopedically handicapped:

  Adaptations of regular equipment, such as hand controls added to machines usually operated by foot controls.
  Special desks and work tables for students in wheelchairs.
  Ramps for students who cannot use stairs.

  For the mentally retarded:

  Simplified equipment.
  Simplified instruction guides and manuals.

  For those with cardiac and other physical impairments:

  Additional facilities for restrooms.
  Handrails in washrooms and in corridors.

- Supplemental educational services--designed to assist students in regular or special vocational programs including:

  Psychological services to test, diagnose, and evaluate emotional and mental problems.

Guidance and counseling services, including referral and follow-up services.

Job placement services, including job finding and employment follow-up.

Tutorial services.

Transportation services in addition to those provided regular students.

Family counseling services related to the vocational program of the student.

Special services for the handicapped, such as reader services for the visually handicapped, interpreter services for the deaf, and guide services for the physically handicapped.

- Facilities--required for reaching and teaching handicapped students including:

  Purchase/rental and operation of mobile units to serve as classrooms, diagnostic centers, or counseling and guidance units.

  Rental of nonpublic space to serve as classroom in locations more accessible to students.

  Contracts with private nonprofit schools that can provide programs and services not available in public schools.

- Cooperation with business community--required to enlist support for goals of vocational education for handicapped individuals through job offers, teacher training, and upgrading of skills.

  The following costs are allowable:

  Additional staff to coordinate, supervise, and guide work experience or work study programs.

  Arrangements for summer jobs in private business firms for teachers to update their knowledge and skills.

4.7 ILLUSTRATIONS OF PROGRAMS DESIGNED FOR THE HANDICAPPED STUDENT USING SET-ASIDE FUNDS FOR THE HANDICAPPED

(1) A student who is hard-of-hearing requires an interpreter for the oral instructions given in an office skills class.

The interpreter is required by the student for half a day for four days a week. The time which the interpreter gives to the vocational student may be funded from the set-asides.

(2) A student in a health program requires a wheelchair for mobility. The cost of modifying the laboratory equipment to accommodate the wheelchair, as well as widening the entrance way, may be funded from the set-asides.

(3) A school for the blind institutes a machine shop course. Because the instructor, the equipment, and the texts must all be specialized to meet the unique needs of the students, the complete vocational education program may be funded from the set-asides. (See separate specialized programs in Chapter 5.)

(4) Students who have been identified as educably retarded wish to study food services. Recognizing that their academic capabilities are limited and that their ultimate goal within the industry is unlikely to extend to food management and restaurant administration, the curriculum is modified to enable each student to go as far as possible within his/her capabilities. It has also been determined that these students require special attention and that the proper placement for each one is in a separate class with his/her peers. The whole program can be funded with set-aside funds. (See separate specialized program in Chapter 5.)

(5) A vocational school has both disadvantaged and handicapped students who need remedial work in mathematics. The Individualized Education Program (IEP) has identified this as a need for the five educable mentally retarded handicapped students. In addition the school records and the guidance counselor have identified five students who are academically disadvantaged in computational skills. A math instructor agrees to conduct a special remedial class for one hour each day for these ten vocational students. She intends to work closely with the three vocational instructors (the students are enrolled in three different courses). She also recognizes that the mentally retarded students will have limited abilities while the disadvantaged students will require special techniques until they can catch on to the subject matter and then move up into the regular classes. The vocational school must prorate the cost of the instructor's salary and any material required by the course with 50% of this special support class applied to the disadvantaged and 50% to the handicapped funds.

Chapter 5

OTHER CONCEPTS, PROGRAMS, AND SERVICES

5.1 LEAST RESTRICTIVE ENVIRONMENT

The term Least Restrictive Environment means that, to the extent appropriate, handicapped learners will be educated with nonhandicapped learners. Restrictive environments, such as special classes or special schools, should only be utilized when the handicapped student cannot succeed in a regular program with nonhandicapped learners even though supplementary services have been provided.

Federal legislation places emphasis on this concept and in fact makes the consideration of placement of handicapped students into regular programs with nonhandicapped students part of the criteria for using excess cost funds — for both the handicapped and disadvantaged.

> "The state shall use, to the maximum extent possible, the funds expended for the handicapped and disadvantaged persons to enable these persons to participate in the regular vocational education programs." (Section 110(d) of the Vocational Act.)

The legislation also says that a handicapped or disadvantaged person may be removed from the regular education environment only when the nature of the severity of the handicap or disadvantagement is such that the student cannot be successful with the use of supplementary aids. (See separate specialized programs).

When handicapped students are placed into regular programs, extra support is provided to the handicapped or disadvantaged students or to the instructor in the class. Support may take the form of assignment of special personnel to the class, special program modifications, or the provisions of special remedial education instruction, counseling, or other services to the handicapped or disadvantaged students enrolled in regular classes.

This is not to imply that all handicapped students must be placed in a regular program with nonhandicapped students. There are some situations where placement of a handicapped student into a regular program places more restrictions on the student than placement into a specialized program (see Section 5.4). The concept of least restrictive environment is the key factor in making such a placement decision. Least restrictive environment implies an environment where the best mix of benefits to the student can occur, such as obtaining necessary vocational skills, obtaining necessary social skills to be self-sustaining, and overcoming general deficits promulgated by the specific handicapping condition.

5.2 MODIFIED PROGRAM

Any vocational program that has been changed to any degree to accommodate special needs students is a modified program. Modifications may include but are not limited to the following:

(1) Modification to the curriculum delivery system to make it more individualized.

(2) Modification to the facility to make it more accessible for handicapped students.

(3) Modification to equipment and machinery to accommodate the handicapped or slow learner.

(4) Modification to the number of personnel to provide a better teacher-student ratio for more effective learning.

(5) Modification to instructional aids to enhance communication.

(6) Modification of time requirements to provide more instructional time with slow learners.

(7) Modifications to the quality of instructional materials and supplies to give slow learners more hands-on experience.

(8) Safety alterations to accommodate the handicapped.

(9) Increasing lab time or supervised work experience.

It must be kept in mind that a modification to a program in the context of expending excess cost funds must be a modification that would not be needed with the nonhandicapped or nondisadvantaged students for them to be successful in the program.

5.3 SEPARATE SPECIALIZED PROGRAM

Although Federal legislation places the emphasis on placing the handicapped and disadvantaged in regular programs, the fact is recognized that there are some cases where this is not the least restrictive environment. In fact, the legislation states that in some cases the handicapped or disadvantaged student must be placed in a "separate specialized" program due to the nature or severity of the handicapping or disadvantaging condition. These are cases where the handicapping or disadvantaged condition is so severe that the student cannot benefit from the regular program even with modification and supplemental aids and services.

Several basic criteria must be met when determining whether or not a separate specialized program can be set up using excess cost funds for operation.

(1) It must be determined through a systematic evaluation that the student(s) cannot be successful in the regular program. It is important that documentation to this effect be recorded and kept on file for each particular student involved. Such documentation may include:

(a) Psychological records

(b) Education records

(c) Academic achievement records

(d) Truancy records

(e) Past performance in regular vocational programs

(f) Records of behavioral or disruption problems in regular classroom

(g) Record of one to one time ratio needed in classroom for effectiveness

(h) Records of any services received during class time that are noneducational that might disrupt regular students learning

(i) In general, any documentation that shows why this person is inappropriately placed in a regular vocational program

Keep in mind that it is inappropriate to remove a handicapped person from the regular classroom in cases where modifications can be made to the classroom environment to accommodate the student or overcome the handicapped. For example, removing a physically handicapped student from a shop environment due to a safety factor when modifications could be made to machinery, etc. to eliminate the safety factor would be inappropriate.

(2) The second criterion that must be adhered to is that the separate specialized program must be used exclusively by the special needs student for which it was set up.

(3) Thirdly, the students to be enrolled in the specialized program must be entering vocational education or already enrolled in vocational education.

(4) Lastly, the specialized program must be consistent with the goals and objectives of the regular program, and must provide correction for the deficiencies in the student enabling them to learn skills taught in the program.

Such a separate specialized program would include programs for institutionalized persons who are not permitted to participate in regular vocational programs.

A separate specialized program, when warranted may be funded in full from set-aside funds allocated to the local school system for the handicapped or disadvantaged population. In such cases the program may be funded 100 percent through set-aside funds. An example of a separate specialized program might be a separate remedial program for the identified academic disadvantaged where designated students spend three hours per week receiving instruction in math, English, or related vocational skills to enable them to succeed in a regular vocational program. This program would be operated by a specialized teacher using specialized materials that are not part of the regular program. Another example might be a specialized occupational training program designed for trainable mentally retarded students conducted collectively by a special education teacher and a vocational teacher using a specifically designed delivery system.

5.4 RELATED SERVICES

Related services pertaining to the handicapped and defined by Public Law 94-142 mean services provided to the persons that are not educational activities but are corrective measures for a deficit related to the handicapping condition that is causing a hindrance in the learning process or a hindrance to acquisition of the educational activities. These services include:

(1) Transportation

(2) Developmental, corrective, and other supportive services including speech pathology and audiology; psychological services; physical and occupational therapy; recreation; and medical and counseling services which are for diagnostic and evaluation purposes only and are required to assist a handicapped child to benefit from special education.

(3) Early identification and assessment of handicapping conditions in children.

Related services pertaining to the disadvantaged mean services other than actual instructional activities that are necessary to

overcome a problem that is causing the person to be unsuccessful in the vocational program. These include:

(1) Psychological services to test, diagnose and evaluate.

(2) Guidance and counseling services including recruitment, referral and follow-up.

(3) Counseling services related to attendance, drugs, and home problems if their problems are directly related to the inability to succeed in the vocational education program.

(4) Staff to coordinate, supervise, and guide separate cooperative work experiences, work-study programs, or apprenticeships.

(5) Lecturers, speakers, Big Brother and Sister participation, site visits to business and factories and other work places.

(6) Special counselor to work with economically disadvantaged pertaining to attitude, motivation, or behavior which is causing them to be unsuccessful in a vocational program if such factors are directly due to their economic situation.

5.5 SPECIAL PROGRAMS FOR THE DISADVANTAGED

Special programs may be established to provide special services in meeting the needs of students who have been classified as disadvantaged according to the Vocational Education Act of 1963, and further specified in the Federal Register, Vol. 42, No. 191, Section 104.80, Appendix A.

Subpart 4 of the Act authorizes grants to the states to conduct such special programs. These grants are disseminated to local school systems in Alabama through project proposals submitted from each local school system to the State Department of Education on an annual basis and through applying the criteria mandated in federal legislation for distribution of federal vocational funds. Proposals are submitted each year to the State Department of Education through a Request For Proposals to each local school system.

Grants to local school systems for special programs for the disadvantaged shall be used in accordance with the State Five-year Plan for Vocational Education and the annual program plan. Such grants shall be approved within the state to areas of high concentration of youth unemployment and school dropouts, and shall be used to pay the full cost of the special program for disadvantaged persons.

Such grants may be granted to eligible recipients only if (1) to the extent consistent with the number of students enrolled in

nonprofit private schools in the area to be served whose educational needs are of the type which the program or project involved is to meet, provisions have been made for the participation of such students, and (2) effective policies and procedures have been adopted which assure that federal funds made available under the grant to accommodate students in nonprofit private schools will not be commingled with state or local funds.

Chapter 6

COMMONLY ASKED QUESTIONS WITH ANSWERS (INCLUDING SOME NOT SO COMMONLY ASKED)

This chapter contains a list of questions that are commonly asked by vocational teachers, administrators, and other personnel from both special education and vocational education.

In some cases the questions are answered in other chapters of this handbook. In such cases you will be referred to respective chapters.

6.1 EXCESS COST-GENERAL

6.1-1 Question

If a school system has a special project for handicapped or disadvantaged students which is being operated by using the 10 or 20 percent set-aside funds allocated to that system for the handicapped and disadvantaged, how can the regular vocational teachers get some of the set-aside funds to use in purchasing materials, aides and/or equipment needed in the regular program for the handicapped and disadvantaged?

Answer

It is up to the discretion of the LEA to determine how to distribute the set-aside funds for the handicapped and disadvantaged at the local level, providing the use of the funds are in compliance with Federal and State regulation. One of the best ways to determine use and distribution of the funds at the local level, of course, is through systematic planning to insure that the amount of set-aside funds received by the local school system serves as many students as possible.

A local administrator may choose, however, to direct all the funds toward a special program within the school system that appears to be the bigger priority at the time, which of course may be a program specially designed to serve the needs of the students through a special project. Others choose to allocate portions of the funds to the different programs where the teachers in each program determined how their portion will be used relative to the individual needs of their students.

It is important to each vocational teacher to exert initiative toward providing input to the local vocational director or principal pertaining to their respective needs in serving the handicapped and disadvantaged students in their programs during the planning phase

for the school year. It is also important to solicit information from your vocational director or principal about handicapped and disadvantaged funds for your program in addition to making your specific needs well known to the administration.

(Read Section 2-2 of this handbook for a further explanation on how to obtain set-aside funds for your program.)

6.1-2 Question

What can be provided or purchased using the set-aside funds for the handicapped and disadvantaged?

Answer

Read the following sections of this handbook: 2.1, 2.3, 2.5, 3.4-4, 3.5-3, 3.8, 4.6, 4.7, 5.2, 5.3, 5.4.

6.1-3 Question

Is there any way a vocational instructor can improve his/her shop facilities (wiring, lights, painting, etc.) using handicapped or disadvantaged set-aside funds?

Answer

If it can be shown that (1) an improvement to a shop facility is needed to enable a handicapped or disadvantaged student to succeed in the program but is not needed for the nonhandicapped or nondisadvantaged student to succeed, and(2) the identified handicapped or disadvantaged students for whom such improvements are needed are enrolling or are already enrolled in the program, then such improvements may be made through using set-aside funds for the handicapped and disadvantaged funds.

6.1-4 Question

How do vocational teachers purchase consumable supplies for their disadvantaged students? (Local administrators state that no money is available.)

Answer

The answer to this question is in two parts: First, if set-aside funds are available, purchasing the needed consumable supplies for the disadvantaged students is the same as purchasing consumable supplies needed by nondisadvantaged students, except those supplies needed by the disadvantaged that are in excess to what nondisadvantaged students need may be purchased from set-aside funds. Secondly, if no set-aside funds are available, then no purchases can be made from this source. It should be remembered, however, regular vocational funds should be used for consumable

supplies for all students. The unavailability of set-aside funds does not mean that you have no funds for the handicapped and disadvantaged student. The purpose of set-aside funds is to supplement the regular funds when special need students need special services that nonhandicapped and nondisadvantaged students do not need.

6.1-5 Question

Why may total set-aside funds be expended on one or two students?

Answer

The legislation does not address this question specifically, except that it emphasizes that set-aside funds are for student's needs related to handicapped or disadvantaged conditions. The local administration has the authority to designate priorities in using set-aside funds and to use those funds toward alleviating problems with the highest priority.

6.1-6 Question

When can the entire vocational programs for disadvantaged and/or handicapped be considered "excess" cost and be funded 100 percent from the set-aside funds?

Answer

Anytime the total instructional setting can be classified as excess to what nonhandicapped or nondisadvantaged students need, the entire program for the handicapped and/or disadvantaged can be operated on a 100 percent cost from set-aside funds. Set-aside funds used in such a manner and attributable to Section 110 of the Vocational Education Amendments of 1976, however must be matched by state and/or local funds. The following criteria must be met when operating a 100 percent set-aside program within the context of a regular school system.

(1) The LEA must be able to verify that the handicapped and/or disadvantaged students in the 100 percent program cannot benefit from a regular vocational program;

(2) The 100 percent program, once established, must be used exclusively by the handicapped and/or disadvantaged students; and

(3) The goals and objectives of the 100 percent programs are consistent with the goals and objectives of the regular program.

Such programs are referred to as "separate specialized programs". (Read Section 5.4 of this handbook).

Other circumstances in which the full cost of the vocational education programs may be funded from the set-aside (excess cost) funds for the handicapped and disadvantaged include:

(1) For persons who have dropped out of the regular school programs.

(2) For persons who are incarcerated in correctional institutions.

(3) For persons who are enrolled in other institutions which prevent their attendance in regular programs.

For information on another fund source on a nonmatching and 100 percent basis for the disadvantaged, see Section 5.5 of this handbook.

6.1-7 Question

Can set-aside funds be used for nonwage earning, home economics and/or industrial arts programs?

Answer

Yes, providing they are reported as vocational programs at the secondary education level.

6.1-8 Question

Can funds under Section 140, Subpart 4 of the Act (Special Programs for the Disadvantaged) be used for support services, such as guidance, clerical, teacher aides, remedial instruction, etc.?

Answer

Yes, providing that such services are 100 percent part of the special program.

6.1-9 Question

Can vocational set-aside funds be spent for programs which produce less than semi-skilled or skilled workers? (example: sheltered workshops)

Answer

Yes, providing that: (1) The program is for vocational students (reported to the State Department of Education as such); and (2) the program teaches skills that are preparing students for paid or nonpaid employment; for example, home economics; or (3) the program is in direct support of preparing students to enter into or benefit from an occupational vocational program, such as exploratory/prevocational, work adjustment, job readiness, etc.; or (4) the program

is designed for vocational assessment.

Since the ultimate purpose of vocational education is to prepare all students including handicapped and disadvantaged for paid or unpaid employment, programs that do not directly or indirectly support this goal would not be classified as vocational, and consequently would not be eligible for vocational set-aside funds. Other funding sources are available for meeting the needs of nonvocational students, such as special education.

6.1-10 Question

How do set-aside (excess cost) funds under P.L. 94-142 relate to set-aside (excess cost) funds under P.L. 94-482?

Answer

Vocational education is defined by P.L. 94-142 as an alternative for placement of an exceptional youth (special education student), and therefore is part of special education when recommended by an "individual education plan" committee. Excess cost funds under P.L. 94-142 may be used with vocational programs in addition to nonvocational programs. However, excess cost funds under P.L. 94-482 are available and specifically designated for vocational students, and consequently cannot be used for nonvocational students.

Ideally, the two sources of funds should complement each other. Many handicapped vocational students are enrolled in special education classes as well as a vocational program. Many vocationally related academic skills can be taught in the special education class, and special education teachers and vocational teachers should coordinate such programs to benefit the student.

6.1-11 Question

If the "least restrictive environment" is a program offered outside the school (special programs) are the entire costs of the program eligible for funding?

Answer

Yes. (See Section 5-4 and question 6.1-6).

6.1-12 Question

Can the 20 percent set-aside for disadvantaged programs and services be used to provide remedial instruction to persons needing entry level skill in reading, writing and arithmetic prior to actual enrollment in vocational programs?

Answer

Yes, providing the school system has a selection process that clearly identifies students who will be entering vocational programs.

6.1-13 Question

Can the 10 percent and 20 percent set-aside funds be used to pay the cost of a program designed specifically for assessment of vocational interest and ability prior to actual enrollment in vocational programs?

Answer

Yes, providing the students receiving the services have been identified as handicapped or disadvantaged.

6.1-14 Question

How can excess cost for sheltered workshops be determined when there is no criteria to establish average cost for the nonhandicapped?

Answer

The fact that the need has been established for a sheltered workshop defines such as excess cost since it is over and above what is needed for the nonhandicapped. Such programs may be 100 percent funded using set-aside funds. (See Sections 5.4 and questions 6.1-6 and Section 2.1)

6.1-15 Question

Are work experience and career exploration programs fundable with vocational education set-aside funds?

Answer

Yes, providing those enrolled in the programs are entering or enrolled in vocational education.

6.2 EXCESS COST-EQUIPMENT

6.2-1 Question

What justification has to be made in purchasing a piece of equipment and what should the justification include?

Answer

Justification for buying a piece of equipment for a handicapped

or disadvantaged student is the identified need of the student for whom the equipment is purchased, how the equipment will help remove the handicap or disadvantagement as a barrier to the student learning the necessary skills, and identification of the equipment as over and above what nonhandicapped or disadvantaged students need. Methods of accountability used by the local school systems for purchasing equipment for the handicapped and/or disadvantaged is left to the discretion of each LEA. The need for special or additional equipment for the handicapped and/or disadvantaged students should be easily identified when judged against the objectives on the vocational IEP for the handicapped and the VE Form 7 for the disadvantaged.

It is suggested that where a piece of equipment is purchased using set-aside funds, that a notation be attached to the invoice to be kept on file listing the students by name for whom the equipment was purchased, the handicapping condition or disadvantagement, and how the equipment is to be used to overcome the student's need.

Example: This welding machine was purchased for the following named students: (name of students). These students are below grade level in the welding skills and are identified as academically disadvantaged. The machine was purchased because only one welding machine is presently in the welding course. One welding machine does not allow sufficient individual time for the disadvantaged student to learn the necessary skills. More individualization of instruction will be obtained with an additional welding machine and will be used by the named academically disadvantaged students for this purpose. (See Section 2.1 for more explanation of how to justify spending set-aside funds.)

6.2-2 Question

What determines the type and kind of equipment I can purchase with Special Needs funds (set-aside, excess cost funds)?

Answer

The needs of the identified handicapped and disadvantaged students in your vocational program. (See Sections 2.1, 2.3, 2.5, 3.3, 3.4-4, 3.5-3, 3.8, 4.6 and 4.7)

6.2-3 Question

Can additional equipment be purchased using set-aside funds for the handicapped and disadvantaged students if regular programs are not up to state recommendations for equipment?

Answer

Only the equipment needed for the handicapped and/or disadvantaged students may be purchased using set-aside funds. This means that if a program is below standards for the number of regular

students enrolled, then the program must be brought up to standards for regular students using regular vocational funds. The additional equipment needed based on the number of special needs students enrolled above the number of regular students may be purchased from set-aside funds. Funds may be prorated against the number of non-special need students and the number of special need students enrolled in the program.

6.3 EXCESS COST-SALARIES

6.3-1 Question

Can set-aside funds be used on a prorated basis from both handicapped and disadvantaged categories for a teacher's salary in a special 100 percent program when both handicapped and disadvantaged students are enrolled?

Answer

Yes.

6.3-2 Question

Can a regular vocational teacher who has been salaried 100 percent from regular vocational funds begin teaching a regular program one-half time and a special program for special need students one-half time and receive one-half of his/her salary from set-aside funds for special needs?

Answer

Yes, providing maintenance of effort (total regular vocational funds expended) during the fiscal year the salary change is made does not decrease from maintenance of effort for the previous year. Usually, maintenance of effort will increase from year to year due to salary increases and will compensate for small program changes (similar to the change referenced in the question).

6.4 IDENTIFICATION OF HANDICAPPED AND DISADVANTAGED STUDENTS

6.4-1 Question

What criteria should be considered in the classification of the handicapped and disadvantaged student?

Answer

For the handicapped see Sections 4.1, 4.2 and 4.4. For the academically disadvantaged see Sections 3.1, 3.2 and 3.4-1. For the economically disadvantaged see Sections 3.5-1, 3.5-2 and 3.6.

6.4-2 Question

What can be defined as "public assistance" in classifying the economically disadvantaged? For example, is "Black Lung", social security, etc., public assistance that can be used to classify a vocational student as economically disadvantaged?

Answer

The determination of whether or not a vocational student is eligible for assistance using set-aside funds for the economically disadvantaged is first, verification that the student is being prevented from entering or remaining in a vocational program due to an economic situation. Legislation does not define "public assistance". However, such things as social security income or other family income should be considered along with whether or not that is the only family income and other income the family may have. Generally, public assistance would be defined as income that is provided to the family due to their economic need and which has not been contributed to in the past by the family or which is not part of a planned retirement system, such as pensions, etc.

6.4-3 Question

Can women in nontraditional occupations be classified as having special needs (disadvantaged)?

Answer

Yes, providing they meet the criteria for being classified as disadvantaged and are secondary, vocational students. However, a woman in a nontraditional occupation cannot be classified as a disadvantaged person on the sole criteria that she is a woman in a nontraditional occupation.

6.4-4 Question

Under P.L. 94-142 several levels of priority for serving the handicapped students has been established. Which of these priorities is vocational education required to address?

Answer

It should be remembered that vocational education is part of special education in terms of being an option for placement of a

handicapped student. By the time a handicapped student has been placed into vocational education for training, priorities will have already been addressed by special education. Vocational education must serve all handicapped students placed into vocational education via the IEP process.

6.5 PROVIDING SERVICES

6.5-1 Question

If an individualized education plan calls for a specific vocational training program which is not available in the school system, who is responsible for providing the program, special education or vocational education?

Answer

Both are responsible through a coordination of functions being performed by the most appropriate agency. Vocational education should be called into the IEP process when consideration is being given to vocational placement. Special education is responsible for insuring that the mandates of P.L. 94-142 are carried out in placing and training the handicapped student regardless of where the training takes place. Vocational education is responsible for monitoring the aspects of the training to insure consistency with P.L. 94-482, occupational goals, vocational content, job placement, etc. Both local agencies should coordinate and plan together for the benefit of the student and appropriate articulation of funding under P.L. 94-142 and P.L. 94-482.

6.5-2 Question

If vocational educators are not involved in developing the individualized education plan for the handicapped, are they required to provide services?

Answer

Yes. However, there should be systematic planning and cooperative agreements between vocational education and special education that insure that both work together during the placement of the student, development of the plan, and training process.

6.5-3 Question

Who decides the criteria for "least restrictive environment"?

Answer

The IEP Committee.

6.5-4 Question

If a program has a limited enrollment capability, must handicapped persons be given preference? For example, an auto mechanic program has 20 work stations. It is taught in two sessions which limits the total enrollment to 40 students. There is a waiting list of 50 students of whom 20 are handicapped. All 50 students meet the entrance requirements for the program. The IEP for the 20 handicapped students calls for vocational education in auto mechanics.

Answer

Public Law 93-112, Section 504, regulations state that "an appropriate education is the provision of regular or special education and related aids and services that are designed to meet the individual education needs of the handicapped persons as adequately as the needs of nonhandicapped persons are met". This can be interpreted to mean that handicapped students receive equal treatment with nonhandicapped students. In cases of waiting lists for admission to a vocational program, local policies must insure that admission procedures guarantee equal treatment. An alternative appropriate placement must be provided for handicapped students while they are on the waiting list for the program of their choice.

Appropriate alternatives might include, but are not limited to:

(1) Prevocational training for work adjustment when needed.

(2) Contracting with other schools or outside agencies for training related to the vocational program in which the student is waiting to enroll.

(3) Basic skill training related to the respective vocational program.

(4) Work experience training.

6.5-5 Question

Can a handicapped student be denied entrance into a vocational program due to admission requirements of a minimum grade level or level of functioning?

Answer

Vocational administrators are encouraged to view the eligibility requirements to make sure that they do not discriminate against handicapped students or certain types of handicaps. Furthermore, it is the intent of Section 504 that, in this case, vocational education programs "are not required to produce the identical result or level

of achievement for handicapped and nonhandicapped persons, but must afford handicapped persons equal opportunity to obtain the same level of achievement, in the most integrated setting appropriate to the person's need (Reg. 84.4(b)(2))". This subpart further requires that "a recipient may not..."utilize criteria or methods of administration (i) that have the effect of subjecting qualified handicapped persons to discrimination on the basis of handicap, (ii) that have the purpose or effect of defeating or substantially impairing accomplishment of the objectives of the recipient's program with respect to handicapped persons".

If a handicapped child is recommended by the IEP Committee for vocational education, he/she must be assured the opportunity to gain the same benefit or reach the same level of achievement. If after a comprehensive vocational education the IEP Committee decides to place a handicapped student in diesel engineering with the goal of expanding his/her awareness of the mechanics of diesel engines, the eligibility requirement that students must be able to draw blueprints becomes moot, not because the child has poor muscle control and cannot write,but because the IEP Committee has determined it is appropriate education for that particular child. Consequently, the child is not evaluated in terms of the course objectives but the objectives outlined in the IEP. The regular program is obligated to educate the handicapped person with nonhandicapped peers unless it can be demonstrated that education of the person in the regular environment with the use of supplementary aids and services cannot be satisfactorily accomplished.

An important point here is that vocational personnel should be brought into the placement process as early as possible to help make decisions about benefits that may or may not be gained by the student relevant to specific vocational programs.

6.5-6 Question

Does the sending school remain responsible for handicapped students placed into vocational training programs outside the local school system?

Answer

The LEA which placed the student has the responsibility for the student in terms of insuring that the goals and objectives of the IEP are accomplished, maintaining the IEP Committee to determine changes in goals and objectives or appropriate placement and facilitating the due process procedure. However, the receiving school has the responsibility for carrying out their part of the IEP and insuring that the student's rights under Section 504 are protected.

6.5-7 Question

Do all handicapped students need to attend a vocational program?

Answer

The answer to this question lies in the logic that there is no elective program that all students need to attend. Not all students need to go to a four-year college or a postsecondary technical school. The rationale for an answer to such a question is in systematic and effective planning to determine which and how many studerts need to be in any program, or how many students should be taking vocational education including all students, handicapped as well as nonhandicapped. The answer lies in the purpose of vocational education, benefits and advantages for the student and needs of the student.

However, since vocational education is included in the definition of special education, the LEA must assure that handicapped students have the right to vocational education if identified by the IEP. Since the learning needs of handicapped students will vary and not all such students can be accommodated in a regular vocational program, the LEA must make a variety of alternative programs available to meet the child's learning needs in the least restrictive environment.

6.5-8 Question

What can be provided specifically for the economically disadvantaged student?

Answer

See Section 3.5-3.

6.5-9 Question

How is a handicapped student with an orthopedic impairment who did not need special services prior to entering a vocational program, but who requires special services unique to the vocational program, provided needed services?

Answer

By first getting the student determined eligible for services under P.L. 94-142. This should be accomplished by referring to special education through your principal or local vocational director. Special Education has the responsibility of classifying handicapped persons for eligibility. Common sense should be used in providing necessary services to the student while awaiting eligibility determination. (See Sections 4.3 and 4.4).